

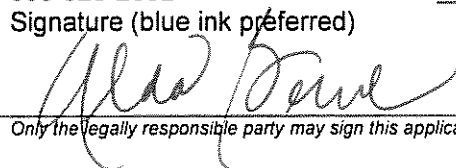

**Texas Education Agency  
Standard Application System (SAS)**

<b>2016–2020 Texas Title I Priority Schools (TTIPS), Cycle 5</b>				
<b>Program authority:</b>	P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)			<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period</b>	February 1, 2017, to July 31, 2020, pending future federal allocations			<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> <b>RECEIVED</b>  <b>TEXAS EDUCATION AGENCY</b>  <b>2017 SEP 29 PM 1:41</b>  <b>DOCUMENT CONTROL CENTER</b>  <b>GRANTS ADMINISTRATION</b> </div>
<b>Application deadline:</b>	5:00 p.m. Central Time, September 15, 2016			
<b>Submittal information:</b>	<b>Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address:</b> <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency, 1701 North Congress Ave  Austin, TX 78701-1494 </div>			
<b>Contact information:</b>	Leticia Govea: leticia.govea@tea.texas.gov; (512) 463-1427			
<b>Schedule #1—General Information</b>				
<b>Part 1: Applicant Information</b>				
Organization name	County-District #	Campus name/#	Amendment #	
La Joya ISD	108912-004	Juárez-Lincoln High School		
Vendor ID #	ESC Region #	DUNS #		
746001550	1	024102451		
Mailing address	City	State	ZIP Code	
7801 W. Mile 7 Line	Mission	TX	78574-	
<b>Primary Contact</b>				
First name	M.I.	Last name	Title	
Maria	I	Marichalar-Solis	Principal	
Telephone #	Email address		FAX #	
956-323-2890	m.marichalar@lajovaisd.net		956-323-2891	
<b>Secondary Contact</b>				
First name	M.I.	Last name	Title	
Clarita	M	Fajutag	Teacher	
Telephone #	Email address		FAX #	
956-323-2890	c.fajutag@lajovaisd.net		956-323-2891	
<b>Part 2: Certification and Incorporation</b>				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Dr. Alda	T	Benavides	Superintendent of Schools
Telephone #	Email address		FAX #
956-323-2002	a.benavides@lajovaisd.net		956-323-2010
Signature (blue ink preferred)	Date signed		

*Only the legally responsible party may sign this application.*

701-16-105-039

**Schedule #1—General Information**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See important Note for Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID:

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that, if it receives these program funds to serve one or more campuses, it will ensure each campus receives all of the state and local funds it would have received in the absence of these program funds. As a result, an LEA must provide the TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and these program funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that these program funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
4.	The applicant provides assurance that the education program described below is unique to the applicant LEA and the eligible campus for which the application is being submitted. An applicant that plagiarizes or copies any other application does not meet this standard and will be disqualified.
5.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics, measure progress on the leading indicators in section III of the final requirements and establish goals to hold schools receiving school improvement funds accountable.</li> <li>2. If it implements a restart model in a school, hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements, and it includes these terms in its contract or provisions.</li> <li>3. Monitor and evaluate the actions a school has taken, as outlined in the approved TTIPS application, to recruit, select and provide oversight to external providers to ensure their quality.</li> <li>4. Monitor and evaluate the actions schools have taken, as outlined in the approved TTIPS application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools to sustain progress in the absence of TTIPS funding.</li> <li>5. Report school-level data to the SEA required under section III of the final requirements, and included in the Program Guidelines of this RFA.</li> </ol>
6.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
7.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Transformation Model</b>, the campus will meet all of the following federal requirements:</p> <ol style="list-style-type: none"> <li>1. Develop and increase teacher and school leader effectiveness. <ol style="list-style-type: none"> <li>(A) Replace the principal who led the school prior to commencement of the transformation model;</li> <li>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ol style="list-style-type: none"> <li>i. Take into account data on <b>student growth</b> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</li> <li>ii. Uses the definition of <b>student growth</b> as: the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.</li> </ol> </li> </ol> </li> </ol>

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	<p>iii. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p> <p>2. Deliver comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increase learning time and create community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:</p> <ol style="list-style-type: none"> <li>Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.</li> <li>Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.</li> <li>Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.</li> </ol> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an education management organization (EMO)).</p>
8.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Texas State-Design Model</b>, the campus will deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an <b>Early College High School (ECHS)</b>.</p> <p>By implementing an ECHS, the LEA/campus is delivering a whole-school reform model that:</p> <ul style="list-style-type: none"> <li>Improves student academic achievement or attainment</li> <li>Is implemented for all students in the school</li> <li>Addresses in a comprehensive and coordinated manner:             <ul style="list-style-type: none"> <li>improvement in school leadership</li> <li>improvement in teaching and learning in academic content areas</li> <li>professional learning for educators</li> <li>student non-academic supports</li> </ul> </li> </ul> <p>In doing so, the LEA/campus will implement the following:</p> <ol style="list-style-type: none"> <li>Pursue designation as a Texas Early College High School, with a target of earning TEA ECHS designation and full-operation as an ECHS, no later than the start of the second year of the TTIPS grant implementation period; Fall 2017.</li> </ol>

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2. Provide a rigorous course of study that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum; or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
3. Provide college credit earned through the high school years for all students at no cost; including tuition, fees and textbook costs.
4. Develop and increase teacher and school leader effectiveness, in a manner consistent with the requirements of the federal school improvement grant Transformation model. In doing so, the LEA/campus must use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement.
5. While implementing for all students, the program specifically identifies students for more intensive supports. These students include those at-risk for dropping out of school, as defined in Texas state-defined criteria in TEC §29.081, and students historically underrepresented in college courses. In developing and providing the more intensive supports, the LEA/campus will have:
  - (A) Data to identify the population at risk of dropping out of school;
  - (B) Quantitative and qualitative data to identify students least likely to attend college/those historically underrepresented in college courses;
  - (C) Early College brochures in all languages relevant to the school community;
  - (D) Written communication plan for relevant target audiences: parents, community members, school board.

**Adapted from Texas Early College High School Blueprint, Benchmark 1**

6. By the start of TTIPS full-implementation (Fall 2017), the LEA/campus will have key partnerships in place that will enable success as an ECHS. Key partnerships include:
  - (A) Partnership between the school district and an institute of higher education (IHE) that:
    - i. Is marked by a signed Memoranda of Understanding with current signature each year of implementation.
    - ii. Defines the partnership between the LEA/campus and the IHE and addresses topics including, but not limited to: the ECHS location, the allocation of costs for tuition, fees, textbooks, and student transportation;
    - iii. Defines an active partnership between the school district(s) and the IHE(s), which shall include joint decision-making procedures that allow for the planning and implementation of a coherent program across institutions; and
    - iv. Includes provisions and processes for collecting, sharing, and reviewing program and student data to assess the progress of the ECHS.
  - (B) Contract/partner with a Texas ECHS demonstration site or other Texas ECHS that has retained designation for at least the last four consecutive years and assessed as exemplary using the Texas ECHS Blueprint, or other ECHS selected as a match partner site by the TEA.

**Adapted from Texas Early College High School Blueprint, Benchmark 2.**

7. By the start of TTIPS planning/pre-implementation year (February 1, 2017), the LEA and key partners must have developed and be maintaining a leadership team focused on P-16 Leadership Initiatives that meets regularly to address issues of the ECHS design and sustainability. At minimum, the membership shall include the campus principal and individuals with decision-making authority from both the LEA and IHE.

**Adapted from Texas Early College High School Blueprint, Benchmark 3.**

8. Once designated, the LEA/campus will work with a TEA approved Texas ECHS technical assistance provider, and fulfill any conditions required to maintain TEA designation status.
9. Provide a curriculum that offers a rigorous and accelerated course of study, in both college-credit bearing courses and preparatory/college readiness courses. Additionally, the program must provide students with the academic, emotional and social supports necessary to be successful in the rigorous course of study. The curriculum and supports must meet the following:
  - (A) Beginning in TTIPS first year of full-implementation (Fall 2017), have curriculum in place that allows all students to graduate high school with at least six semester credit hours toward a baccalaureate degree.

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- (B) By TTIPS second year of full-implementation (Fall 2018), have curriculum in place that enables students to receive a high school diploma and complete the Texas Higher Education Coordinating Board's (THECB) core curriculum (as defined by TAC §4.28); or an associate's degree; or at least 60 credit hours toward a baccalaureate degree during grades 9-12.
- (C) Possess a written course of study plan showing how students will progress as an ECHS graduate. The plan must provide pathways to a baccalaureate degree and follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual.
- (D) Beginning in the TTIPS first year of full-implementation, the campus will provide academic supports to the students in the form of: extended learning time sessions for tutoring, advisory and/or college readiness support time built into the program of study, and a college-readiness mentorship program.
- (E) Beginning in the TTIPS planning/pre-implementation year, the campus will provide social and emotional supports to the students, including: connections to social services, parent outreach and involvement opportunities.
- (F) Beginning in the TTIPS first year of full-implementation, the campus will provide college awareness and access services to students and families, including: college application assistance, financial aid counseling, college and career counseling.

**Adapted from Texas Early College High School Blueprint, Benchmark 4.**

10. By the TTIPS first year of full-implementation, the campus shall provide for the administration of the Texas Success Initiative (TSI) college placement exam to students in order to assess college readiness, design individual instruction plans, and enable students to begin college courses based on their performance. Fees associated with assessment administrations must be waived/covered for all students.

**Adapted from Texas Early College High School Blueprint, Benchmark 5.**

11. By the start of the TTIPS second year of full-implementation (Fall 2017), the campus will provide a full-day program that operates with:
- (A) An IHE liaison with decision-making authority who interacts directly and frequently with the campus staff and administrators;
  - (B) A highly qualified teaching staff possessing appropriate level of certification, training and ongoing supports to teach college-bearing courses to high school students.
  - (C) Clear opportunities for students to have regular use (at least six times per school year) of college academic facilities, regardless of early college school site.
  - (D) Opportunities for high school faculty and staff to receive regular training and support; in collaboration with the IHE faculty and staff.

**Adapted from Texas Early College High School Blueprint, Benchmark 6.**

The Texas concept for an Early College High School is fully described in the following resources:

- [Texas Education Agency, Early College High School program](#)
- [Texas Education Code §29.908](#)
- [Texas Administrative Code §4.161](#)
- 19 Texas Administrative Code Chapter 102 Educational Programs Subchapter GG: [Commissioner's Rules Concerning Early College Education Program](#)

The applicant provides assurances that the LEA/campus administering the state-design model will apply for Texas ECHS designation, no later than applications are available for schools that wish to be designated for the 2018-2019 school year.

9. The LEA/campus provides assurance that if it selects to implement the **Early Learning Intervention Model**, the campus will implement in an elementary school and in accordance with the following federal and state requirements:
1. Implement in an elementary school that is eligible under this grant program; further assuring that any student receiving services funded through the grant program is enrolled in the grantee school.
  2. Offer full-day kindergarten.
  3. Establish or expand a high-quality preschool program. A high-quality program includes structural elements that are evidence-based and nationally recognized as important for ensuring quality. Implementation under this grant program must meet the requirements of a high-quality preschool program, as defined in the U.S. Department of Education's Preschool Development Grants program. Under this definition, program must have:

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- (A) High staff qualifications, including a teacher with a bachelor's degree in early childhood education or a bachelor's degree in any field with a state-approved alternative pathway;
  - (B) High-quality professional development for all staff;
  - (C) A child-to-instructional staff ratio of no more than 10 to 1;
  - (D) A class size of no more than 20 with, at a minimum, one teacher with high staff qualifications;
  - (E) A full-day program;
  - (F) Inclusion of children with disabilities to ensure access to and full participation in all opportunities;
  - (G) Developmentally appropriate, culturally and linguistically responsive curricula, and learning environments that are aligned with the state early learning and development standards for at least the year prior to kindergarten entry;
  - (H) Individualized accommodations and supports so that all children can access and participate fully in learning activities;
  - (I) Instructional staff salaries that are comparable to the salaries of local K-12 instructional staff;
  - (J) Program evaluation to ensure continuous improvement;
  - (K) On-site or accessible comprehensive services for children and community partnerships that promote families' access to services that support their children's learning and development;
  - (L) Evidence-based health and safety standards.
4. Provide educators, including preschool teachers, time for joint planning across grade levels.
  5. Replace the principal who led the school prior to the commencement of the early learning model.
  6. Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
    - (A) Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
    - (B) Are designed and developed with teacher and principal involvement;
  7. Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation and completion rates; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.
  8. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain high quality educators.
  9. Use data to identify and implement an instructional program that is:
    - (A) Research-based;
    - (B) Developmentally appropriate;
    - (C) Vertically aligned from one grade to the next as well as aligned with State academic standards;
    - (D) Promotes academic content across a range of development: math and science, literacy and language, socio-emotional skills, self-regulation, and executive functions.
  10. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
  11. Provide staff with ongoing, high-quality, job-embedded professional development such as coaching and mentoring that is:
    - (A) Aligned with the school's comprehensive instructional program
    - (B) Designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to implement school reform strategies.
  12. Operate in compliance with all regulations in the Texas Pre-Kindergarten Guidelines (PKG).
  13. Utilize Texas State Board of Education approved pre-kindergarten instructional materials.
  14. Enroll in the Children's Learning Institute (CLI), CLI Engage platform, and utilize the Texas School Ready! child progress monitoring assessments with pre-kindergarten students.

If selecting the Early Learning Intervention model and receiving these grant funds to support the implementation, the full-day kindergarten and full-day pre-kindergarten programs must be offered free of charge to all enrolled students.

10. The LEA/campus provides assurance that if it selects to implement the **Turnaround Model**, the campus will meet all of the following federal requirements:

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1. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to fully implement a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates;
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
  - (A) Screen all existing staff and rehire no more than 50 percent; and
  - (B) Select new staff
3. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school
4. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;
5. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;
6. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards;
7. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;
8. Establish schedules and strategies that provide increased learning time; using a longer day, week or year; and by addressing each of the following areas:
  - (A) Additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
  - (B) Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.
  - (C) Additional time for teachers to collaborate, plan, and engage in professional development within and across grades and content areas.
9. Provide appropriate social-emotional and community-oriented services and supports for students.

If selecting the turnaround model, the applicant agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

The LEA/campus provides assurance that if it selects to implement the **Whole-School Reform Model**, the campus will meet all of the following federal requirements:

1. Implement an evidence-based whole-school reform in partnership with a model developer.
  - (A) The model developer is an entity or individual that either has proprietary rights to the model or an entity or individual that has a demonstrated record of success in implementing whole-school reform models in one or more low-achieving school.
2. The whole-school reform model selected must be supported by at least one study that demonstrates its efficacy. The federal SIG office has approved specific whole-school reform models that meet this evidence standard, published here: <http://www2.ed.gov/programs/sif/sigevidencebased/index.html>  
These approved models are supported by:
  - (A) A study of efficacy that meets What Works Clearinghouse evidence standards.
  - (B) A study that shows statistically significant favorable impact on student academic achievement or attainment outcome.
  - (C) A study which used a large sample and multi-site sampling.
3. Evidence supporting the efficacy of the whole-school model selected is based on an implementation with a sample population or setting similar to the population or setting of the school being served. The whole-school model must be designed to improve academic achievement or attainment.
4. The whole-school model must implement the model for all students in the school.

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	<p>5. The whole-school model must address at a minimum and in a comprehensive and coordinated manner:</p> <ul style="list-style-type: none"> <li>(A) School leadership</li> <li>(B) Teaching and learning in at least one full academic content area</li> <li>(C) Non-academic supports for students</li> <li>(D) Family and community engagement</li> </ul>
12.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Restart Model</b>, the campus will meet all of the following federal requirements:</p> <ul style="list-style-type: none"> <li>1. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</li> <li>2. Select a CMO or EMO using a rigorous review process. This rigorous review process is a determination by the LEA that the CMO is likely to produce strong results for the school as shown through an assessment of schools, currently operated by the CMO or EMO, that have produced strong results over the last three years. This is indicated by: <ul style="list-style-type: none"> <li>(A) significant improvement in academic achievement</li> <li>(B) success in closing achievement gaps either within a school or relative to other public schools</li> <li>(C) High school graduation rates</li> <li>(D) No significant compliance issues in the areas of civil rights, financial management and student safety.</li> </ul> </li> <li>3. Enroll, within the grades it serves, any former student who wishes to attend the school.</li> </ul> <p>If selecting the Restart Model, the applicant will contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.</p>
13.	<p>The LEA/campus provides assurance that if it selects to implement the <b>Closure Model</b>, the campus will meet all of the following federal requirements:</p> <ul style="list-style-type: none"> <li>1. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</li> </ul> <p>A grant for school closure is a one-year grant without the possibility of continued funding.</p>
14.	<p>The LEA/campus provides assurance that is aware that rural LEAs are eligible to propose a modification to an element of the Transformation or Turnaround model. The LEA/campus has examined their eligibility to propose a modification, and assessed best-fit and benefits to proposing a modification.</p> <p>Under federal regulations for this program, a <b>rural LEA applicant</b> may propose to modify one element of the Transformation or Turnaround model, but only in a manner that the modification meets the original intent and purpose of the element and does not eliminate the element from the resulting implementation plan.</p> <p>Applicants eligible to propose a modification are only those identified as eligible for the U.S Department of Education Rural and Low Income program. Eligibility lists are available here: <a href="http://www2.ed.gov/programs/reaprlisp/eligible14/index.html">http://www2.ed.gov/programs/reaprlisp/eligible14/index.html</a></p>
15.	<p>The applicant provides assurance that student families and the campus community were engaged in planning for the grant application, and the campus/district took action to solicit input from these stakeholders. This input was taken into consideration when selecting the model to implement. If awarded, the applicant commits to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.</p>
16.	<p>The applicant provides assurance that if selected for award, the applicant will fully engage in grant negotiations managed by TEA. If it is determined by TEA that federal requirements will not be met through the proposed program, these negotiations may include additional clarifications and modifications to activities, budget, and performance targets proposed.</p>
17.	<p>The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.</p>

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18.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
19.	The applicant provides assurance that it will continue to fully engage in all required elements of Texas Accountability Interventions System (TAIS) framework; regardless of model selected for implementation. All TTIPS grant awarded schools are required to submit an annual improvement plan and quarterly progress reports documenting school's continuous processes around data analysis, needs assessment, planning, implementation and monitoring; as delineated in the TAIS framework. If awarded under this grant opportunity, the applicant also provides assurance that it will engage in necessary effort to align and complement existing school improvement strategies, goals and interventions in their final approved TTIPS grant, in order to effectively deliver a single and comprehensive school improvement plan.
20.	The applicant provides assurance that at the close of the pre-implementation period, it will prepare and submit an Implementation Readiness Portfolio to the TEA TTIPS program office. Specific requirements for the portfolio are included in the Program Guidelines for this RFA. The applicant understands that support specialists in the TEA TTIPS program office will conduct a comprehensive review and assessment of the Implementation Readiness Portfolio and qualitative data obtained through onsite observations and staff interviews. The applicant assures it will engage with the TEA program office to provide clarifications and adjustments to the portfolio, based on the review and assessment recommendations.
21.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
22.	The applicant will participate in formative assessments of the LEA's capacity and commitment to carry out the grant intervention models.
23.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
24.	The LEA/campus assures TEA that data to meet federal requirements will be available and reported as requested. A list of required data elements is included in the Program Guidelines for this RFA.

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**Schedule #4—Request for Amendment**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

**Revised Annual Budget Breakdown**

Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	4-Year Total Budget Request
\$	\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver.

Please focus the response on the qualities that enable this specific campus and district team to achieve foundational pursuits of a school improvement undertaking: **accelerated achievement, system transformation, and sustained reform.**

Summarize the district commitments to achieve foundational elements through the district's:

- **Vision and focus for school reform**
- **Sense of urgent need for change**
- **High expectations for results**
- **Operational flexibilities that will be afforded the campus in a reform effort**

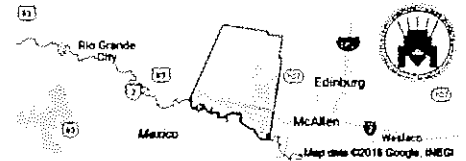
Summarize the district and campus capacity and ability to benefit from this grant in terms of:

- **Organizational structures**
- **Existing capacity and resources**
- **Communication structures**

Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

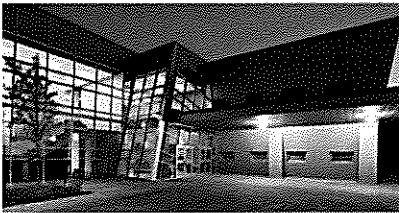
**Introduction: The Need for Change**

La Joya Juarez–Lincoln High School (JLHS) is one of three comprehensive high schools serving La Joya ISD. Spanning 226 square miles, the district extends south to the United States–Mexico border and serves nearly 30,000 students, many of whom reside in economically distressed colonias or are children of migrant workers.



La Joya Independent School District

From a socio-economic point of view, the challenges of living and working in a border town are everpresent. In Citrus City, TX, where our campus is located, the median age is under 18, and median household income is less than \$20,000 annually. According to parental signout logs, an average of 70 students are pulled out of school daily in order help support their families through outside work, mostly through manual farm labor or construction work. (Over a third of our 2,330 students are English Language Learners, a major roadblock to working in other sectors.) To combat this startling trend, Juarez Lincoln High School is implementing reforms that are transforming the campus into a community-oriented institution. Partnering with parents, we will use grant funds to target two of our most pressing needs: literacy and job skills.

**Vision & Focus for School Reform**

We are applying to receive grant funding under the Transformational Model. After a campus leadership team conducted a survey of parents and community members, it was evident that this model was most appropriate to provide our students with the educational interventions needed to shape them into college and career-ready graduates for the twenty-first century. A major problem with our ELA efforts is parental involvement; many parents are willing to help their students with ELA and reading, but

they are unable to because of their own English language struggles. To overcome this challenge, we will use grant funds to supplement community ESL centers. These will be available to incoming students and parents alike and will promote literacy as a function of the family. By reaching out to parents and students alike, we will contribute to a culture of literacy that will do more than boost test scores; it will begin to transform our community into one that sees education as a longterm investment available to all.

**Operational Flexibility and Organizational Structures**

Principal Isabel Mariachalar-Solis was hired in July 2016. She has made data and professional development two centerpieces of our efforts to meet and exceed annual progress standards. JLHS also has implemented the Career Academies model to increase student success through job related career and technology skills. These are skills that can be utilized right after high school graduation. At present time, JLHS has implemented academies of S.T.E.M. and Law. Data analysis methods successfully used in our two academies are being implemented in all content areas, and new hire requirements are being overhauled to place greater importance on possession of graduate degrees. Currently practiced strategies and efforts will be supplemented (rather than supplanted) by grant funds. The following are highlights of how funds will be used to boost literacy and empower residents to break out of systemic poverty:

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**Schedule #5—Program Executive Summary (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- **Enrichment Camps (C.T.E.):** JLHS will provide job skills training at camps available to all incoming freshman students and their parents. By serving not only our at risk student population but their parents as well, we aim to inject job marketable skills into our local community and stem the tide of systemic poverty. The following C.T.E. certification areas, already made available to our students, will be offered to incoming freshman and their parents at feeder middle schools: welding, culinary arts, carpenter apprenticeship, and floral design. An existing art & culture institute will also be available to the community for job training. Additionally, "Planting the Seeds to a Healthier Tomorrow" will be offered through our school's Future Farmers of America club.
- **Enrichment Camps (ESL/Core Subjects):** Through a 2016-2017 beginning of school year parental survey, 60% said at least one parent helps children with homework. Nevertheless, approximately half of the households surveyed do not speak English at home, and sixty-two percent of respondents answered the survey in Spanish. These data support staff survey responses pertaining to learning roadblocks, which frequently cite language barriers with both students and parents as an ongoing challenge. To overcome it, ESL classes will be offered to incoming freshmen and their parents, and enrichment camps will be offered for core area subjects (ELA/Math/Science/Social Studies). An incentive system will provide non-monetary rewards to students who successfully complete enrichment activities and succeed in state assessments.

Ongoing efforts are being made in training staff in data management. At the end of the 2015-2016 school year, 50.9% of staff reported they manipulate data by "using tables in a word processor and using a calculator." We are convinced that data can be leveraged to understand staff performance TEKS by TEKS. The following will supplement these efforts:

- **Data Manager/Trainer:** To increase data analysis capacity, JLHS will hire a data specialist to manage data and train staff to analyze both student and teacher performance. Through intensive professional development on data analysis/disaggregation, educators will know their strengths and areas for improvement in the classroom.
- **Peer Professional Self-Improvement Video Library:** Departments/teachers will create video libraries of their strongest teaching areas by teacher. These videos will be available for other teachers to observe teaching strategies and best practices without losing instructional time. Cameras will be purchased for each core area.
- **Teacher Professional Development:** To increase content knowledge in areas that directly address the needs of students, educational scholarships will be provided for teachers to attain advanced certifications and graduate degrees in areas of need. Doctoral degrees addressing root causes and solutions in our community will also be considered on a case by case basis. Scholarships will address the problem of low teacher retention as funds will be tied to working at our campus for a predetermined period of time.

To continue the work of producing twenty-first century college and career ready graduates, we will implement technological improvements that foster a Project Based Learning environment, improving student success through teacher/student cross-curricular collaboration.

- **Google Chromebooks** will be purchased for core area classes. In addition to fostering a project-based learning environment, this will expedite completion of assignments requiring technology, as many of our students do not have access to computers at home.
- **Lab equipment** will be purchased for science curriculum.

**Existing capacity and resources** will be coordinated with the above listed enrichment activities to ensure these activities supplement and do not supplant any existing services being provided to students such as after school tutoring. **Communication structures** will be incorporated to ensure students, parents and community of incoming freshmen graders from feeder schools are constantly informed of upcoming activities and thus have full participation and buy-in into the programs from all stakeholders. Transforming JLHS into a community-based institution will assist in moving the campus forward from "needs improvement" status to "meets standard," and eventually into an "exemplary campus."

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## Schedule #6—Program Budget Summary

County-district number or vendor ID: 108-912-004 Amendment # (for amendments only):

Program authority: P.L. 107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Grant period: February 1, 2017, to July 31, 2020, pending future federal allocations Fund code: 276

## Budget Summary

Schedule #	Title	Class/ Object Code	Year 1 Program Cost	Year 1 Admin Cost	Year 2 Program Cost	Year 2 Admin Cost	Year 3 Program Cost	Year 3 Admin Cost	Year 4 Program Cost	Year 4 Admin Cost	Total Budgeted Cost across all Years
Schedule #7	Payroll Costs (6100)	6100	\$486,040	\$	\$486,040	\$	\$486,040	\$	\$486,040	\$	\$1,944,160
Schedule #8	Professional and Contracted Services (6200)	6200	\$200,000	\$	\$200,000	\$	\$200,000	\$	\$200,000	\$	\$800,000
Schedule #9	Supplies and Materials (6300)	6300	\$1,023,960	\$	\$1,023,960	\$	\$1,023,960	\$	\$1,023,960	\$	\$4,095,840
Schedule #10	Other Operating Costs (6400)	6400	\$190,000	\$	\$190,000	\$	\$190,000	\$	\$190,000	\$	\$760,000
Schedule #11	Capital Outlay (6600)	6600									
Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No								
Total direct costs:			\$100,000	\$	\$100,000	\$	\$100,000	\$	\$100,000	\$	\$400,000
Percentage% indirect costs (see note):			N/A	\$	N/A	\$	N/A	\$	N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Cost Calculation											
Enter the total grant amount requested:			\$8,000,000								
Percentage limit on administrative costs established for the program (5%):			x .05								
Multiply and round down to the nearest whole dollar. Enter the result.			\$400,000								
This is the maximum amount allowable for administrative costs, including indirect costs:											

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

NOTE:

- No more than \$2,000,000 per year may be requested.
- Year 1 is designed to be a planning/pre-implementation period, lasting from February 1, 2017 to July 31, 2017. Costs budgeted for this period should be reasonable and necessary for the shorter time period and type of activity.
- Years 2, 3, and 4; operating in school years 2017-2018, 2018-2019, and 2019-2020, are designed to be full implementation years.

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RFA #701-16-105; SAS #198-17



## Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1 Amount Budgeted	Year 2 Amount Budgeted	Year 3 Amount Budgeted	Year 4 Amount Budgeted	Total Budgeted Costs across all Years
Academic/Instructional							
1 Teacher			\$	\$	\$	\$	\$
2 Educational aide			\$	\$	\$	\$	\$
3 Tutor			\$	\$	\$	\$	\$
Program Management and Administration							
4 TTIPS Coordinator	1	1	\$85,000	\$85,000	\$85,000	\$85,000	\$340,000
5 TTIPS Data Strategies	1	1	\$70,000	\$70,000	\$70,000	\$70,000	\$280,000
6 TTIPS Clerk	1	1	\$35,000	\$35,000	\$35,000	\$35,000	\$140,000
Auxiliary							
7 Title			\$	\$	\$	\$	\$
8 Title			\$	\$	\$	\$	\$
9 Title			\$	\$	\$	\$	\$
Other Employee Positions							
10 Title			\$	\$	\$	\$	\$
11 Title			\$	\$	\$	\$	\$
12 Title			\$	\$	\$	\$	\$
13	Subtotal employee costs:		\$190,000	\$190,000	\$190,000	\$190,000	\$760,000
Substitute, Extra-Duty Pay, Benefits Costs							
14 6112 Substitute pay			\$243,000	\$243,000	\$243,000	\$243,000	\$972,000
15 6119 Professional staff extra-duty pay							
16 6121 Support staff extra-duty pay							
17 6140 Employee benefits			\$53,040	\$53,040	\$53,040	\$53,040	\$212,160
18 61XX Employee stipends			\$	\$	\$	\$	\$
	Specify amounts and criteria to earn stipend:						
19	Subtotal substitute, extra-duty, benefits costs		\$296,040	\$296,040	\$296,040	\$296,040	\$1,184,160
20	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$486,040	\$486,040	\$486,040	\$486,040	\$1,944,160

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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## Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

## Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
6269	Rental or lease of buildings, space in buildings, or land					
	Specify purpose:	\$	\$	\$	\$	\$
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$	\$	\$	\$	\$
<b>Professional and Contracted Services</b>						
#	Description of Service and Purpose	Year 1	Year 2	Year 3	Year 4	Total Budgeted across all Years
1	Professional Development Consultants	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
2	Teacher Professional Dev Scholarships	\$150,000	\$150,000	\$150,000	\$150,000	\$600,000
3		\$	\$	\$	\$	\$
4		\$	\$	\$	\$	\$
5		\$	\$	\$	\$	\$
6		\$	\$	\$	\$	\$
7		\$	\$	\$	\$	\$
8		\$	\$	\$	\$	\$
9		\$	\$	\$	\$	\$
10		\$	\$	\$	\$	\$
11		\$	\$	\$	\$	\$
12		\$	\$	\$	\$	\$
13		\$	\$	\$	\$	\$
14		\$	\$	\$	\$	\$
<b>b. Subtotal of professional and contracted services:</b>		\$	\$	\$	\$	\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>						
(Sum of lines a, b, and c) Grand total		\$200,000	\$200,000	\$200,000	\$200,000	\$800,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #9—Supplies and Materials (6300)**County-District Number or Vendor ID: **108-912-004** Amendment number (for amendments only):**Supplies and Materials Requiring Specific Approval**

Expense Item Description					Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
Technology Hardware- not capitalized					\$	\$	\$	\$	\$
#	Type	Purpose	Quantity	Unit Cost					
1	Chromebooks	Project Based Learning Technology Implementation	1,200	\$313	\$375,600	\$375,600	\$	\$	\$751,200
2	Chrome Charging Stations	PBL / Technology implementation	40	\$950	\$38,000	\$38,000	\$	\$	\$76,000
3	Flip-Cameras	PBL Professional Dev	10	\$500	\$5,000	\$5,000	\$5,000	\$5,000	\$20,000
4	Magic	PBL / Technology implementation	100	\$250	\$25,000	\$25,000	\$25,000	25,000	\$100,000
5	Desktops / Laptops	PBL Learning & PD	469	\$800			\$375,600	\$375,600	\$751,200
6	Printers/Scanners	PBL Learning & PD	40	\$950			\$38,000	\$38,000	\$76,000
Technology Software- not capitalized									
Specify type/purpose:									
63XX	Textbooks/Curricular Materials				\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
	Specify type/ purpose:				\$	\$	\$	\$	\$
63XX	Supplies and materials to be used as student incentives				\$80,000	\$80,000	\$80,000	\$80,000	\$320,000
	Specify type/ purpose: Reward students for attendance, success on EOC, and enrichment activities participation.				\$	\$	\$	\$	\$
<b>Supplies and Materials that do not Require Specific Approval</b>									
6300	Supplies and materials that do not require specific approval:				\$450,360	\$450,360	\$450,360	\$450,360	\$1,801,440
	<b>Grand total:</b>				<b>\$1,023,960</b>	<b>\$1,023,960</b>	<b>\$1,023,960</b>	<b>\$1,023,960</b>	<b>\$4,095,840</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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## Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: **108-912-004**

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$30,000	\$30,000	\$30,000	\$30,000	\$120,000
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:					
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.	\$100,000	\$100,000	\$100,000	\$100,000	\$400,000
6413	Stipends for non-employees other than those included in 6419					
6419	Non-employee costs for conferences. Requires authorization in writing.	\$	\$	\$	\$	\$
6411/6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.	\$	\$	\$	\$	\$
64XX	Advisory council/committee travel or other expenses. Specify name and purpose of council: Specify types of costs:	\$	\$	\$	\$	\$
6495	Cost of membership in civic or community organizations. Specify name and purpose of organization: Specify purpose of membership:	\$	\$	\$	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$	\$	\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$60,000	\$60,000	\$60,000	\$60,000	\$240,000
Grand total:		\$190,000	\$190,000	\$190,000	\$190,000	\$760,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)									
County-District Number or Vendor ID: 108-912-004				Amendment number (for amendments only):					
#	Description and Purpose	Quantity	Unit Cost	Year 1	Year 2	Year 3	Year 4	Total Budgeted Across all Years	
6669—Library Books and Media (capitalized and controlled by library)									
1		N/A	N/A	\$	\$	\$	\$	\$	
66XX—Computing Devices, capitalized									
2			\$	\$	\$	\$	\$	\$	
3			\$	\$	\$	\$	\$	\$	
4			\$	\$	\$	\$	\$	\$	
5			\$	\$	\$	\$	\$	\$	
6			\$	\$	\$	\$	\$	\$	
7			\$	\$	\$	\$	\$	\$	
8			\$	\$	\$	\$	\$	\$	
66XX—Software, capitalized									
9			\$	\$	\$	\$	\$	\$	
10			\$	\$	\$	\$	\$	\$	
11			\$	\$	\$	\$	\$	\$	
12			\$	\$	\$	\$	\$	\$	
13			\$	\$	\$	\$	\$	\$	
66XX—Equipment, furniture, or vehicles									
14			\$	\$	\$	\$	\$	\$	
15			\$	\$	\$	\$	\$	\$	
16			\$	\$	\$	\$	\$	\$	
17			\$	\$	\$	\$	\$	\$	
18			\$	\$	\$	\$	\$	\$	
19			\$	\$	\$	\$	\$	\$	
20			\$	\$	\$	\$	\$	\$	
6XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)									
21				\$	\$	\$	\$	\$	
Grand total:				\$	\$	\$	\$	\$	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 1: Student Demographics- Data.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total student enrollment	2,356		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic student enrollment	2,350	99.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White student enrollment	4	.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian student enrollment	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Economically disadvantaged student enrollment	2,333	99.0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Limited English proficient (LEP) student enrollment	713	30.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Special Education student enrollment	165	7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Disciplinary referrals	2,797		PEIMS 425 Report Submission for the 2015-2016 School Year
Disciplinary placements in In-School Suspension	1,132		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in Out-of-School Suspension	1,523		2015-2016 PEIMS report #425; code #C164
Disciplinary placements in DAEP	138		2015-2016 PEIMS report #425; code #C164
Disciplinary referrals for Truancy	0		2015-2016 PEIMS report #425; code #C164
Attendance rate		87%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual dropout rate (Gr 9-12)		3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Annual graduation rate (Gr 9-12)		85%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
STAAR / EOC met 2016 standard, mathematics (standard accountability indicator)	540	67%	TEA 2016 Accountability Summary Report.
STAAR / EOC met 2016 standard, reading / ELA (standard accountability indicator)	854	39%	TEA 2016 Accountability Summary Report.
ACT and/or SAT- Class of 2015, percent students Tested		50.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
ACT and/or SAT- Class of 2015, percent At/Above Criteria		3.7%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average ACT score (number value, not a percentage)	16.4		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average SAT score (number value, not a percentage)	1293		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Graduates from Class of 2014 enrolled in a Texas Institution of Higher Education (IHE)		34.9%	2013-2014 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 2: Student Demographics- Comments**

Please use this section to add a description of any data about students that was not specifically requested, but is important to understanding the population to be served by this grant program.

Additionally, use this space to describe trends in data, related to students seen over time in areas that are important to understanding your program plan. Applicants must include supporting evidence to explain trends. For example, projected enrollment growth would need to be supported with a report of percent gains in enrollment over the past several years. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Population**

Juarez-Lincoln High School primarily serves students within Citrus City, TX. According to census data, the population of children between the ages of 10 and 14 increased by 330 pupils between 2011 and 2014. This ensures a continued trend of an evergrowing student body, already at 2,330 students.

**Socio-economic status**

JLHS is approaching reform from a community-oriented perspective, recognizing that socio-economic problems are particularly systemic in border towns, where new migrant workers live as a point of first settlement in the United States. In Citrus City, TX, where our campus is located, the median age is below 18, and median household income is less than \$20,000 annually. Over a third of our study body is constituted of English Language Learners, which presents a major obstacle to achieving gainful employment outside of manual farm labor or construction work.

According to U.S. census data, 24.6% of households in Citrus City are made up of six or more people, and 56.9% of households have children both under the age of six and between the ages of six and 17. School data reveals that in many cases, these families are beginning earlier and earlier; as of September 2016, 165 student pregnancies are registered at our school under our district's "Pregnancy Education and Parenting" program (PEP). These numbers are startling, but they are also important for projecting the long term impact literacy camps will have as younger students in households served advance to high school. Similarly, they demonstrate the need for job certification training to provide a safety net for students who constitute the ongoing high dropout rate.

Subject	Citrus City CDP, Texas			
	Estimate	Margin of Error	Percent	Percent Margin of Error
<b>INCOME AND BENEFITS (IN 2014 INFLATION-ADJUSTED DOLLARS)</b>				
Total households	723	+/-185	723	(X)
Less than \$10,000	175	+/-94	24.2%	+/-11.8
\$10,000 to \$14,999	76	+/-74	10.5%	+/-9.9
\$15,000 to \$24,999	326	+/-136	45.1%	+/-15.3
\$25,000 to \$34,999	64	+/-50	8.9%	+/-6.4
\$35,000 to \$49,999	75	+/-80	10.4%	+/-10.9
\$50,000 to \$74,999	0	+/-13	0.0%	+/-5.1
\$75,000 to \$99,999	0	+/-13	0.0%	+/-5.1
\$100,000 to \$149,999	7	+/-13	1.0%	+/-1.8
\$150,000 to \$199,999	0	+/-13	0.0%	+/-5.1
\$200,000 or more	0	+/-13	0.0%	+/-5.1
Median household income (dollars)	19,103	+/-4,287	(X)	(X)
Mean household income (dollars)	19,824	+/-3,790	(X)	(X)

(Data provided via 2014 American Community Survey and U.S. census data)

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By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 3: Staff Demographics- Data**

Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use required data source where indicated. Where not indicated, please cite data source used.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Category	Number	Percent	Data Source
Total Staff	209		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers	160.6	76.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Professional Support staff	196.6	94.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Campus Administration (School Leadership)	12.1	5.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Educational Aides	12.3	5.9%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
African American Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Hispanic Teachers	144.3	90.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
White Teachers	11.4	7.1%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Asian Teachers	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Beginning Teachers	20.7	13%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 1-5 Years Experience	50	31.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 6-10 Years Experience	43.7	27.4%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with 11-20 Years Experience	24.8	15.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Teachers with over 20 Years Experience	20.4	12.8%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Beginning Teachers	\$46,696		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 1-5 Years	\$46,629		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 6-10 Years	\$50,136		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with 11-20 Years	\$54,288		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Average salary- Teachers with over 20 Years Experience	\$64,729		2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with less than a bachelor's degree	6.9	4.3%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Bachelor's degree as highest level attained	125.2	78.5%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Master's degree as highest level attained	27.5	17.2%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance
Staff with Doctoral degree as highest level attained	0	0%	2014-2015 Texas Academic Performance Report (TAPR), Campus Performance

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 4: Staff Demographics- Comments**

Please use this section to add a description of any data about campus staff that was not specifically requested, but is important to understanding the population to be served by this grant program. Additionally, use this space to describe trends in data related to campus staff seen over time in areas that are important to understanding your program plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through implementation of Texas Title I Priority Schools Cycle 5, a total of 2,300 students will have access to enrichment activities, as well as 201 teachers and staff receiving the opportunity to be serviced through professional development activities and access to educational scholarships.

In previous school years, teacher turnover has been high; for the last school year, the rate was 13%. Veteran teachers with 10 or more years are constantly departing. JLHS is using this as an opportunity to change hiring standards to seek those with graduate and advanced degrees. By doing so, we are reassessing teacher pedagogy and TEKS fulfillment.

**Teachers by Years of Experience**

Juarez-Lincoln Years of Experience	Beginning Teachers	1-5 Years	6-10 Years	11-15 Years	20 Years and Over	Average Years of Teachers with Experience
2011-2012	3.2%	42.2%	21.4%	19.2%	14.0%	7%
2012-2013	6.5%	37.4%	25.2%	18.4%	13.4%	7.4%
2013-2014	16.1%	34.5%	23.1%	15.6%	10.8%	7.1%
2014-2015	13%	31.3%	27.4%	15.5%	12.8%	7.2%

*(Information collected via Texas Academic and Performance Report)*

We have had a significant turnover rate for principals. Our current principal has been on staff at our school for four years, influencing the sustained growth plan we have in place. This is the first year a JLHS principal is adhering to the transformational model, seeking to grow a unified and technologically advanced campus to prepare our students for college and workforce success.

With the grant in place, we will be able to promote teacher retention by tying subsidized graduate programs to agreements to work for the district for no less than five years following the first disbursement of funds.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 5: Students to Be Served with Grant Funds.** Enter the number of students in each grade to be served under the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										819	710	554	497	2579

**Part 6: Teachers to Be Served with Grant Funds.**

Enter the number of teachers in each grade to be served under the grant program.

In indicating numbers for Teachers, duplicate counts are permitted. For example, if a teacher instructs sections of 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades, that teacher should be counted for each of those grade levels. It is understood that this might elevate the total count of teachers on this table. The actual, unduplicated number of teachers is captured in the Staff Demographics-Data table.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										114	121	114	107	456

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**Schedule #13—Needs Assessment**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

Continuous improvement is a systematic approach in school reform, including processes for data analysis, problem identification, root cause analysis, goal setting, intervention design, implementation, monitoring, and evidenced-based progress reporting.

**Part 1: Process Description.** Describe the process and activities in which you engaged to conduct a data analysis and needs assessment; and select the model, goals, and interventions to be implemented under this grant. **In the description, include the team members involved in the planning process, frequency and timeline of planning meetings, and key activities/strategies used to facilitate decision making.**

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In addition to the new T-TESS evaluation for educators, our campus makes extensive use of DMAC in implementing "data protocol" in order to guide teachers to better understand student needs data driven analysis and development. To ensure we continue to meet student needs, data is analyzed at two week intervals during common assessments. By using this systematic approach, we ensure students meet optimal success through engaging methods of reviewing core curriculum.

As part of transformational method, we will utilize a data specialist for the entire campus. Teachers will continue to be responsible for their respective classes in generating data, and they will continue growing in mastery of these skills. The hired data specialist will assist teachers in improving class-level analysis of student data, and he or she will help to manage department level data, freeing teachers to continue use planning and conferencing periods for intended purposes. Among services offered to teachers will be facilitating student plans. Finally, the data specialist will generate campus data and assist with tracking progress made at our enrichment camps through geographical analysis of implemented programs, ensuring the same level of accountability for ESL and career oriented training programs that is currently implemented in core classes.

Our campus has a vast number of leadership entities that strive for student success. The leadership team consists of administration and department heads in core areas to review CIP goals and determine the challenges and the best solutions that target patterns that require improvement. We use and incorporate the root cause formula across the campus to determine problem and solution formulas. In addition, we justify our findings and improve by using the TAIS model.

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**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 2: Model Selection and Best-Fit.** Indicate the single intervention model selected by the district/campus for implementation. Note that applicants are limited to select, design and implement a grant program in keeping with only one model and not a combination of models.

☒ **Transformation**☐ with Rural LEA Flexibility modification☐ Texas State-Design Model☐ Early Learning Intervention Model☐ Turnaround☐ with Rural LEA Flexibility modification☐ Whole-School Reform☐ Restart☐ Closure

**Part 3: Please describe/demonstrate why the selected intervention model best meets the unique needs of the school.** Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Juarez-Lincoln High School has decided to begin a rigorous overall for the needs of our students. The transformational model is going to work toward supplementing college and career ready students while addressing the needs to our vast population of ELL students. The students at Juarez-Lincoln High school stem mostly from families with a median income of less than \$20,000 dollars, and students from colonias make up 90% of the school's population. We believe these students have an equal right to multiple opportunities upon graduation. Our students literacy level is well below standard; literacy camps will give students the skills needed to pass EOC, TSI, ACT, and SAT exams/assessments. By targeting the literacy and job skills needs of our students, we are planning for a future where systemic poverty is reduced in the community we serve.

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**Schedule #13—Needs Assessment (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 4: Model Selection-Stakeholder Input.** Please describe how student families and community members were engaged in the needs assessment and planning process:

- Describe specific actions the campus/district took to solicit input from these stakeholders in selecting the model.
- Describe how this input was taken into consideration when selecting the model.
- Describe plans to meaningfully engage families and the community in the implementation of the selected model on an ongoing basis.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Our community is agreeable to and invested in the need for transformational change at our campus. We are strengthening college and career ready training to provide for both students on career tracks and students heading toward a four-year degree. These opportunities will continue to be made available to all students, regardless of current literacy status.

The community of Juarez-Lincoln High School has formed the following committees:

- SBDM: a group of elected school individuals who plan for the needs of the school
- Parent Round Table: consists of parents who volunteered with our principal to allocate school plans and provide parent feedback; acts as a separate entity of PTO
- Student Round Table: primarily consists of student council members; they express concerns about school bilaws and represent the student body
- Leadership Team: consists of JLHS administrators and departments heads

These groups will remain in existence and provide feedback as we implement our grant program. Periodic surveys will also be used to receive feedback on courses offered.

We will continue to use our website and social media to inform parents and students of activities and school issues. To communicate with the many households not having internet access at home, JLHS will use automated phone calls and newsletters as two means of keeping our community up to date on the status of grant implementation. We will also be more engaged with parents by virtue of the enrichment classes/camps made available to parents.

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**Schedule #14—Management Plan**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 1: Staff Role and Qualifications.** List campus and district personnel projected to be involved in the implementation and delivery of the program. Include all positions funded in whole or part by grant resources, along with those personnel involved in the implementation, but not funded through the grant. Provide a brief description of the position role/function in the grant; and desired qualifications, type and years of experience, and requested certifications. Ensure that the list and descriptions demonstrate the district will provide effective oversight and support for implementation of the selected model. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)/ TTIPS Campus Facilitator	<ul style="list-style-type: none"> <li>• Ensure campus has operational flexibility</li> <li>• Ensure program is run with fidelity</li> <li>• Extensive knowledge of data analysis and progress monitoring</li> <li>• Take active role in problem solving with campus leadership team</li> </ul>	<p><b>Qualifications and Experience:</b></p> <ul style="list-style-type: none"> <li>• M.Ed degree from an accredited university</li> <li>• Three years administrative background experience</li> </ul> <p><b>Certifications:</b> Standard Principal Certificate TTESS Apraiser Certificate</p>
2.	TTIPS Secretary	<ul style="list-style-type: none"> <li>• Perform routine clerical functions</li> <li>• Maintain effective records</li> <li>• Orgnize work by reading and routing correspondence, collecting information, and initiating telecommunications</li> </ul>	<p><b>Qualifications and Experience:</b></p> <ul style="list-style-type: none"> <li>• Excellent written and oral communication skills</li> <li>• CPS certification or IAAP CAP certification</li> <li>• Must be able to work well with others</li> </ul>
3.	Data Specialist	<ul style="list-style-type: none"> <li>• Provide data entry for multiple information systems</li> <li>▪ Continous Quality Improvement of Data</li> <li>• Collection Methods</li> <li>▪ Automate or increase efficiency of existing reports</li> <li>▪ Support the management team to ensure timely and accurate delivery of data</li> </ul>	<p><b>Qualifications and Experience:</b></p> <ul style="list-style-type: none"> <li>• M.S. in Statistics or related field</li> <li>• Two years statistics field experience</li> </ul> <p><b>Certifications:</b> Analytics for Data Science</p>
4.	Enrichment Camp Staff	<ul style="list-style-type: none"> <li>• Monitor student activities and student engagement</li> <li>• Plan enrichment activities</li> <li>• Gather student information pertaining to student growth and development</li> </ul>	<p><b>Qualifications and Experience:</b></p> <ul style="list-style-type: none"> <li>• Bachelors Degree</li> <li>• Minimum 3-years teaching experience</li> <li>• Minimum of probationary certificate</li> </ul>
5.	After-School Staff	<ul style="list-style-type: none"> <li>• Monitor student activities and student engagement</li> <li>• Plan enrichment activities</li> <li>• Gather student information pertaining to student growth and development</li> </ul>	<p><b>Qualifications and Experience:</b></p> <ul style="list-style-type: none"> <li>• Bachelors Degree</li> <li>• Minimum 3-years teaching experience</li> <li>• Minimum of probationary certificate</li> </ul>

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By TEA staff person:

**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 2: External Provider Role and Qualifications.** List all external provider contractors/consultants, selected by the district/campus, that are projected to be involved in the implementation and delivery of the program. Provide a brief description of the provider's unique function in the grant; and desired qualifications, experience, and requested certifications. Do **not** include contractors/consultants provided by the TTIPS SEA office (PSP, TCDSS or TEA staff). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Role/Function in Grant	Desired Qualifications, Experience, Certifications
1.	Technology Specialist	<ul style="list-style-type: none"> <li>• Provide outside installation, support, and troubleshooting</li> <li>• Provide file restoration services for faculty and staff</li> <li>• Support staff development and training.</li> <li>• Assist with maintaining technology inventory for assigned buildings</li> <li>• Assist with other technology problems and equipment operations when possible</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 2-years experience</li> <li>• Bachelor of Computer Science</li> <li>• Ability to interface with technical personnel in knowledge of advanced concepts and basic operating principles of data communications and information systems hardware and software</li> <li>• Knowledge of advanced principles, theories, techniques, and methods of information system analysis and programming</li> <li>• Knowledge of data processing and data communications concepts and services</li> <li>• Knowledge of data communication and transaction-based processing</li> <li>• Knowledge of the operational and technical problems involved in the administration of a specialized program</li> <li>• Knowledge of the assigned program specialty; able to adapt, integrate, and modify existing programs or vendor-supplied packaged programs for use with existing information systems</li> <li>• Ability to use programming procedures and techniques in the implementation of computer programs</li> </ul>
2.	Administrative Support Specialist	<ul style="list-style-type: none"> <li>• Arrange and coordinate travel and travel reimbursement for staff</li> <li>• Compile and maintain information that may require web or library researching, gathering, compiling, and updating data and records</li> <li>• Perform other administrative duties as required to support the mission and function of the unit</li> </ul>	<ul style="list-style-type: none"> <li>• High school diploma or equivalent</li> <li>• Four years of experience in an office or administrative support position</li> </ul>

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**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 3: Commitment and Succession.** Describe how the campus and district will ensure that all project participants remain committed to the project's success. Describe your succession management strategies and how this will enable the campus and district to deliver continuous high-quality programming when there are changes in key project personnel. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Because we are pursuing the Transformational Model and are combating the systemic barriers to educational investment, we will work with parents as partners to understand the need for student engagement. Just as the district has been investing heavily in academies (our school hosts two academies: Academy of Law and Academy of S.T.E.M.), we are implementing the formula campus wide for what has made them successful, namely partnerships with businesses and job-oriented learning. By getting the community involved, particularly through literacy efforts and job training skills, we will make the program replicable and sustainable.

Built-in program tenets ensure all JLHS stakeholders will view continued success of our grant program as a priority.

**Parents and Students**

- Parents of incoming freshman will become more invested in career-oriented education as they learn side-by-side with their children at enrichment camps, working toward English language development and some of the same C.T.E. certifications currently provided for qualifying students;
- Enrichment activities will ensure parents and teachers are conferencing more frequently, strengthening parent-teacher partnerships;
- Parents who successfully complete enrichment programs can be trained and hired to operate these centers after the expiration of this cycle's grant allotments.

**Teachers**

- The hiring of a data manager will free teachers from the burden of working outside of their training areas during planning and conferencing periods. With more time available to devote to planning and specialized instruction, as well as to ongoing efforts such as after school tutorials, JLHS will see a boost in staff morale and a decrease in teacher turnover;
- The learning curve for using new technologies provided by grant funds, such as Google Chromebooks in all core classrooms, will be a much more intuitive for both teachers and classrooms. Most students and teachers are already well versed in the use of such mobile devices, which have great versatility during instructional time, particularly in the age of mobile applications. These devices also run on software that can be upgraded as time and technology progresses, ensuring a longer shelf life.

**Administrators**

- JLHS administrators already recognize the importance of data-driven instruction. Teachers are being trained in data management, but a skilled data manager who can supplement administrative efforts to train staff to analyze their students' performance will free administrators to spend time on other matters.

**Grant Committee**

- Members of the committee which drafted this grant proposal will constitute a standing grant leadership team. So long as they are employed by La Joya ISD, the following individuals will be members of this team until expiry of the grant: Luis Alaniz, Clarita Fajutag, John Goodman II, Marcus Villareal. Mrs. Isabel Mariachalar-Solis, principal, will serve as the chairwoman of the grant leadership team.
- The principal of JLHS will always serve as chairwoman of the grant leadership team. If other members of the team are not employed by the district or voluntarily step down, they shall be replaced by a staff member nominated by the principal and approved by a majority of the grant leadership team.
- The grant leadership team shall be responsible for interviewing and hiring the grant coordinator, data specialist, and all personnel hired to work in enrichment camps.

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Changes on this page have been confirmed with:

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:



**Schedule #14—Management Plan (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 4: Sustainability.** What elements of your proposed project are designed to significantly increase capacity or create a lasting change to campus culture and practices that shall be sustained after the grant period ends? How will the LEA provide support to sustain the reform after the grant period ends?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Literacy/C.T.E Camp Sustainability**

- English language enrichment camps for incoming freshmen and parents are intended to provide a boost in community literacy. This will have a powerful, sustainable effect in our community by trickling through families with multiple children. (In Citrus City, TX, 56.9% of households have children both under the age of six and between the ages of six and 17.) We also will see reverberations of this in hallways and classrooms, as more students become comfortable communicating in English;
- JLHS will make sure their enrichment class can be self sustained after four years. The enrichment courses offered will be able to generate revenue and funds for the campus to allocate funds across the board to establish and market its enrichment courses;
- JLHS will distribute C.T.E. department funds so as to make sure they have the technology and are able to upgrade technology to produce and supply resources for our campus and future middle school programs.
- As the number of English Language Learners falls, newfound English skills will help students in all content areas.

**Technological Sustainability**

- Google Chromebooks use software that automatically updates periodically. This ensures avoidance of costly licensing issues that occur with other technologies, ensuring a longer shelf life;
- Our own IT department will assist with implementation of new technologies gained through the grant program.

**Partnership Sustainability**

- The grant leadership team will reach out to local businesses and organizations to establish partnerships for the benefit of enrichment camps, student internships, and job skills training, such as those already implemented in our Academy of S.T.E.M. and Academy of Law;
- To guarantee success, established partnerships and invested business who provide job-oriented support will provide for external influences in the direction of career-ready courses. This will also allow for the continued support of our community as they commit to a common vision.

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By TEA staff person:

**Schedule #15—Project Evaluation**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 1: Establishing Performance Measures.** Describe the processes used to establish challenging yet attainable performance measures that will result in substantially improved student achievement and the campus' ability to exit lowest-performing status. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Juarez-Lincoln High School uses the TAIS Model to establish challenging yet attainable performance measures. As a campus, we certify that teachers grow professionally and in content mastery. By using the TAIS model effectively, we will continue to:

- Improve academic performance;
- Use quality data to drive instruction;
- Establish leadership effectiveness;
- Increase cognitive learning;
- Provide forums for family and community involvement;
- Strive for a positive school environment;
- Promote teacher development.

These critical factors are influenced by the outside support system from which our stakeholders benefit. Our district will help and keep these stakeholders unified under the banner of common goals. Juarez-Lincoln will maintain accountability across the campus so our challenging yet attainable goals can be met successfully and with sustainability.

**Part 2: Data Collection.** Describe the processes for collecting data at a detailed level to inform effectiveness of each intervention. Data at a detailed level would include examples such as: participation rates at the activity-level, dosage rates of an intervention per student, teacher practice observed rates at the targeted strategy-level, or academic outcome data at the activity-level per student. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Literacy/Enrichment Camps**

- For literacy measures, we will analyze the effectiveness of our enrichment camps by looking at the EOC Exam data as well as TELPAS data. Because we will serve multiple areas of our district, data can be analyzed not only longitudinally but also geographically;
- We will analyze demographically to demonstrate the effectiveness of programs offered;
- All participants of enrichment camps will be surveyed to ascertain the effectiveness of all classes offered;
- We will analyze attendance and participation by location and date of offered programs. This will ensure community involvement is maintained and that programs serve the needs of our surrounding population;
- The effectiveness of enrichment classes offered will be analyzed under the same T-TESS standards for each educator.

**Technology**

- Students and teachers will be surveyed once per semester on implementation of technology in the classroom environment. Using this data, we will be to analyze and adjust accordingly to fit best practice needs at the campus.

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By TEA staff person:

**Schedule #15—Project Evaluation (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Part 3: Assessing effectiveness of interventions.** Describe the processes and staff responsible for assessing the effectiveness of program activities and interventions on an ongoing basis. How are problems with project delivery to be identified and corrected throughout the project?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

All events and after school functions will be monitored through the grant leadership team and the TTIPS coordinator. They will assess all data and deal with any project complications to ensure enrichment courses and future plans remain sustainable. The grant leadership team will meet three times per semester to plan and modify strategies as necessary. If the team needs to convene to discuss data and engage potential issues, they will assemble accordingly. All proposed ideas will be monitored regularly and maintained efficiently to bring about the best for our future.

The JLHS grant leadership team will convene three times per semester and will enact the following to ensure success and sustainability:

- (1) Call together TTIPS coordinator, staff, and stakeholder representatives to monitor/adjust program aspects as needed;
- (2) Based on collective data and feedback, use the root cause analysis method to engage any problems;
- (3) Equip staff with strategies to combat any potential problems and/or to enhance student engagement for enrichment;
- (4) For any problems that cannot be identified and assessed with staff, the principal will intervene. If the problem persists, district employees and personnel will intercede;
- (5) To ensure quality data is up-to-date, use regular feedback forms, surveys, and other forms of data to maintain statistical integrity;
- (6) Repeat processes as often as required to preserve the quality of instruction and enrichment for job skills and literacy.

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**Schedule #16—Responses to Statutory Requirements**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 1:** Describe your rigorous review process used to select highest-quality and best-fit external providers for your project. Include processes to:

- Identify a reasonably sized pool of prospective external providers
- Assess level of experience in delivering the work
- Determine a history of prior success; consistent strong results in similar projects
- Conduct a risk-assessment related to contracting
- Execute final selection and procurement

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

During the first phase of implementation, the grant leadership team will lay the groundwork for goal realization beginning with the search for a TTIPS grant coordinator, data specialist, and any third-party consultants.

The grant leadership team will be responsible for hiring all personnel working on grant administered programs, including the grant coordinator, data manager, ESL instructors, and C.T.E. and other job-skills instructors.

Requirements for the grant coordinator position are as follows:

- Ensure campus has operational flexibility
- Ensure program is run with fidelity
- Extensive knowledge of data analysis and progress monitoring
- Take active role in problem-solving with campus leadership team

Requirements for the data analyst coordinator are as follows:

- Perform routine clerical functions
- Maintain effective records
- Organizes work by reading and routing correspondence, collecting information, initiating telecommunications.

Applications will be posted on the school district website to encourage a broad range of applicants for the two aforementioned positions. Applicants must have a significant track record demonstrating prior success along with strong professional recommendations.

JLHS already employs English teachers who are ESL certified, and they will be consulted throughout the process of hiring ESL specialists and will be eligible to apply for said positions. Minimum requirements shall include possession of a bachelor's degree in English, ESL, or a related field, as well as a certificate in TESL/TEFL/ESL.

Final selections will be made and approved by the grant leadership team, including the principal as chairwoman, to ensure alignment with goals and expectations.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 2: External Provider Oversight.** Describe your rigorous and ongoing process to provide oversight to external providers to ensure their continued quality and success in meeting project deliverables. Include in the description:

- Proposed schedule to regularly review external provider performance
- Campus/district personnel responsible for oversight and management of providers
- Process/instruments used to measure and monitor success of providers
- Corrective actions or additional supports utilized to improve provider performance
- Criteria/sequence of actions to be taken to remove/replace a low performing provider

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant leadership team will meet three times per semester to review progress made on the planning, implementation, and results analysis stages of the project. A continuous, ongoing and comprehensive overview of the project, specifically service providers, will be enacted. This will include assessment of the following items:

- Implementation and project management;
- Post-semester program participant evaluations measuring perceived project and course success;
- An analysis of programs and time-slots that are more utilized than others, allowing for adapting to shifts in trends;
- Risk management;
- Community outreach and class dynamics;
- Core competencies outlined in the talent selection process.

In the event that project goals are not being met by the end of each semester, the grant leadership team will meet with those providers and discuss any potential changes and shortcomings to be resolved. If there is not a resolution, the committee will initiate a review process in advance of position extensions and meet with the human resources team to discuss any recourse.

In addition to monitoring, the grant leadership team will continually conduct strength, weakness, opportunity and threat (S.W.O.T.) assessments on all aspects of the project in a proactive effort to stay at the forefront of potential issues and minimize loss of time and program reputation.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: <b>108-912-004</b>		Amendment # (for amendments only):
<b>Statutory Requirement 3: Pre-Implementation Year.</b> List and describe primary activities planned for the Planning/Pre-Implementation period in the grant to occur from February 1, 2017-July 31, 2017. These activities shall be designed to prepare the district and campus for stronger full Implementation than would be possible without Pre-Implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
1.	Hiring of a high quality grant coordinator that meets the predetermined requirements to insure innitiative success set forth by the TTIPS leadership team.	
2.	Hiring of data specialist that meets the predetermined requirements, including detailed knowledge of curricular scores, planning, and training set forth by the TTIPS leadership team.	
3.	Cross-campus coordination to engage school stakeholders by sharing project objectives, services, and opportunities for advancement.	
4.	Negotiate contracts with external providers that meet the predetermined requirements.	
5.	Conduct a facilities assessment to strategically plan for project growth and potential community branches.	
6.	Scheduling of services and activities in accordance to up-to-date calendars.	
7.	Begin TTIPS grant leadership team meetings (three per semester).	
8.	Begin joint department head and TTIPS grant leadership team meetings (three per semester).	
9.	Establish partnerships with district contacts and community organizations.	
10.	Select summer professional development opportunities for teachers to take part in which target areas of focus based on latest data.	
11.	Allocation of discretionary funds to account for supplies and resources for the calendar year.	
12.	Student-parent enrollment plan will be outlined, and a community relations information campaign will be designed and enacted.	
13.	Collaborate with feeder middle-school administrators.	
14.	Refine project compensation plans for personnel.	
15.	Targeting the student population that will be recruited utilizing most recent data that applies to specific enrichment activities.	
16.	Finalize teacher evaluation methods for student engagement activities.	
17.	Host a series of meet and greets wit parents of current and future students and begin pre-enrolment.	
18.	Install technology that will be used for implementation.	
19.	Conduct summer enrichment program for incoming freshmen focusing on readiness skills.	
20.	Conduct rigourous summer English language instruction program for incoming freshmen focusing on readiness skills.	

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 4: Coordinated and Integrated Efforts.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds?

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Juarez Lincoln High School has academies in place which allow students the ability to excel in the learned job skill they want to possess after graduation. We offer more than 35 licenses and certificates for our students during the school year. Juarez Lincoln High School will allocate funds to promote these types of enrichment classes and allow them to continue functioning in a self-sustained manner after the four years of the grant. By offering these opportunities for skills training, we will bring to bear parental involvement in stimulating literacy, ESI, and job skills.

<i>Offered Licenses/Certificates</i>	<i>Endorsed Licenses/Certificates for 2015-2016</i>
<b>Maintenance, Electrician, and Automobile Certificates</b>	42
<b>Welding Certificates</b>	198
<b>Cosmetology Licenses</b>	17
<b>Food Handler Permit</b>	24
<b>Construction core Curriculum certification</b>	100
<b>Microsoft Office Access Certificate</b>	254
<b>OSHA Certificates</b>	112
<b>First Aid/CPR/AED Certificates</b>	48
<b>NCCT Phlebotomy Certification</b>	21

We are integrating data training skills through the direction of our principal so our campus becomes a data driven facility. Our technology department and library are joining to make JLHS a more technologically advanced research facility.

Through the use of the future funding, we will solidify these certifications and have them become self-sustainable. Furthermore, we will establish more self-sustainable enrichment classes to bring in students and help them with the appropriate job skills.

We will establish ESL centers to greatly reduce the number of our ESL population as well as provide a parent interactive facility so English can be used had home to help with students.

We will establish partnerships with the communities to help with Literacy and job skill needs.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 5: Principal Replacement**

Applicants proposing a **TRANSFORMATION, EARLY LEARNING** or **TURNAROUND** model must replace the principal who led the school prior to the commencement of the model. **Specifically, for Cycle 5 implementation, the principal's first year at the applicant organization must have begun at or during school year 2015-2016. The principal may not have been principal of the applicant organization prior to school year 2015-2016.** These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Early Learning or Turnaround model, shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name of principal who will be in place through the implementation of the model:

Isabel Mariachalar-Solis

Hire date, or anticipated hire date of the principal who will be in place for implementation of the model:

July 2016

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 6: Rural LEA Flexibility**

Rural LEA applicants proposing a **TRANSFORMATION** or **TURNAROUND** model have the option to propose a modification to one element of the model. If proposing to modify one element of the model under the Rural LEA Flexibility option, please respond to the prompts in the table below.

Applicants not proposing a modification/not eligible to propose a modification shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Element in the model  
selected for modification:

N/A

Description of the  
modification:

N/A

How intent of the original  
element remains/will be met:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 7: Evaluation Systems for Teachers and Principals, accounting for student growth**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN, or EARLY LEARNING** model must use a rigorous, transparent, and equitable evaluation system that takes into account student growth as a significant factor. Please review the description of requirements of the evaluation systems under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the data sources for student growth accounted for in the teacher and principal evaluation system. Include how student growth is weighted in evaluation:	Teachers and the principal of Juarez-Lincoln High School are under a new evaluation process that target individualized goals as they correlate to students and student growth. TTESS and TPESS or Texas Teacher (Principal) Evaluation and Support System uses data used throughout the year focusing on the teacher and whether or not their goals have been met. Administrators are in charge of teachers following these goals and supplying feedback to ensure teacher quality. The administrator meets with teachers for goal setting and goal success conferences, and they discuss the TTESS checklist to institute the plan of action for student productivity. The quantifiable data to weigh student growth first stem from the classroom as teachers disaggregate to better form lesson plans and improve weak areas in the classroom through formal assessments. After a period of time, district benchmarks are used, and ultimately, the STAAR exams for Biology, U.S History, Algebra, English I, and English II. Other assessments include TSI, AP Exams, and ACT and SAT exams/assessments to solidify data and student growth to push or campus to exemplary status.
Describe how the evaluation system design includes multiple observation-based assessments and ongoing collections of professional practice:	The Texas Teacher Evaluation Support System (T-TESS) will be used as it measures teacher effectiveness by evaluating student and teacher growth. T-TESS systems follow a yearly timeline that begins with teacher orientation to the system within the first six weeks of the start of the school year. Informal observations and walkthroughs made by campus administrative teams begin ongoing feedback and support for the purpose of teacher growth and student success. Teacher goals are presented and submitted to their department appraisers and are monitored through numerous walkthroughs and observations. Through the walkthroughs and observations, data and evidence are gathered to determine teacher growth, and whether teacher goals had been met.
Describe how the evaluation system was developed with teacher and principal involvement:	<p>According to the Texas Education Agency (TEA), "during the spring of 2014, a steering committee finalized the development of this new evaluation system which directly correlates to the new Texas Teacher Standards outlined in Texas Administrative Code, Chapter 149."</p> <p>The T-TESS steering committee is comprised of teachers, principals, and representatives from higher education and educator organizations. The development of the new system began in 2013 by updating teacher standards lead to a rubric tied to the standards. According to the TEA, "While the Texas Comprehensive Center at SEDL and the Texas Education Agency (TEA) facilitated the process, T-TESS is a system designed by educators to support teachers in their professional growth."</p> <p>Over the period of development, pilot testing took place. Teachers and administrators were able to fine-tune the new system. A total of 5% of schools statewide participated in piloting the program and were instrumental in the finalization of the evaluation system.</p>

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 8: Educator Reward and Removal**

Applicants proposing a **TRANSFORMATION, TEXAS STATE-DESIGN**, or **EARLY LEARNING** model must have protocols to identify and reward school leaders, teachers, and other staff who have increased student achievement; and identify/remove those who have not improved their professional practice. Please review the description of requirements for educator reward and removal under these models in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below.

Applicants not proposing a Transformation, Texas State-Design or Early Learning model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the rewards available for educators who have increased student achievement in implementing the model:

For teachers during the summer school months after the year, the students who did not pass the EOC Exam will be placed in a summer school institution regulated by Juarez-Lincoln High School and the District. These teachers are then rewarded and compensated \$75 dollars for each student that passes the EOC Exam.

Describe protocols/interventions to support teachers who are struggling to improve professional practice:

For struggling teachers, we have mentor teachers who will aid in their planning and delivery endeavors. JLHS also provides staff development for our new teachers, such as TESA, to help the teachers understand the differ stratgeies in place. The teachers plan as a conglomerate to assist the teacher and provide feedback and answer any questions so as not to feel overwhelmed. Our administrators at JLHS work as a high functioning support system that will provide adequate feedback and help with lesson planning/delivery as needed. If a teacher does not allocate their time for the crucial practices, a conference will take place instilling the mindset at JLHS.

Describe the criteria established for educator removal:

After the protocols and interventions have taken place and a teacher is not meeting the needs of the students and performing, a one year intervention protocol will be put into effect. The protocol counts for walk-throughs by administators to ensure quality lessons are being delivered and help the teacher function for the students. The teacher who is not performing will be conferenced with weekly to maintain responsibilitied. After one year, T-TESS will come into play, and the teacher will come in for review. After reviewing the teacher profile, a decision will be made on contract renewal.

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 9: Non-Academic/Social-Emotional Supports for Students**

Applicants proposing a **TEXAS STATE-DESIGN, TURNAROUND, or WHOLE SCHOOL REFORM** model must include comprehensive provisions for appropriate non-academic supports, including social-emotional and community oriented services.

These applicants shall list and describe the non-academic, social-emotional, and community-oriented services that will be provided to students in the space below.

Applicants not proposing a Texas State-Design, Turnaround, or Whole School Reform Model shall indicate below with "N/A". Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**N/A****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 10: Developing an Early College school-wide strategy**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Identify the IHE partner that will be in place for the early college high school development and implementation. Include the title/role of the IHE primary point of contact, and essential agreements reached at this point:

N/A

Describe the sustainable source of funds or fee waiver plan that will enable students to access college courses, TSI assessments, textbooks and college fees; without cost to the student:

N/A

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 11: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the processes the LEA/campus will take to build the number of college courses available to students to gain during high school to a minimum of six (6) by the start of the 2017-2018 school year to sixty (60) by the start of 2018-2019 school year.

**N/A****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 12: Developing an Early College school-wide strategy (continued)**

Applicants proposing a **TEXAS STATE-DESIGN** model must deliver a comprehensive school improvement strategy, implemented for all students in the school, which is consistent with the Texas concept for developing an **Early College High School** (ECHS). Please review the description of the Texas State-Design model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Texas State-Design model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the academic, social, college readiness and college access services that will be in place by Fall 2017, to support student success in college-level coursework and continued post-secondary education pursuits:

**N/A****For TEA Use Only**

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By TEA staff person:

**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 13: High-quality preschool programming**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe the schedule and staffing pattern for the full-day preschool that will meet standards for high qualification of staff, required child-to-staff ratios, required class size limitations and comparable staff salaries.

**N/A**

Indicate if the campus will partner with community-based provider or off-site campus to deliver key components of the model; such as staffing or facilities needed to deliver a grade-level or other educational program.

If such a partnership will exist, describe how the campus and LEA will ensure all students benefitting from the grant are enrolled at the eligible grantee campus.

**N/A****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 14: High-quality preschool programming (continued)**

Applicants proposing the **EARLY LEARNING INTERVENTION** model must deliver an elementary program that meets the definition included in program federal requirements and is integrated in a campus-wide school improvement model. Please review the description of requirements under the Early Learning Intervention model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing an Early Learning Intervention model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe how the preschool program proposed is:  
research-based; vertically aligned in math, science, literacy, language through the elementary grades; and develops socio-emotional skills:

**N/A**

Describe the student assessment data that will be examined for the preschool and kindergarten classes that inform continuous improvement and next-grade readiness:

**N/A****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 15: Screening and Selecting Staff**

Applicants proposing a **TURNAROUND** model must measure the effectiveness of staff to work in the turnaround environment. In screening all existing staff, no more than 50% may be rehired to work in the turnaround model. Please review the description of requirements for educator screening and selecting staff under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Describe process for screening all staff that existed prior to implementation of the turnaround model, including the criteria for best-fit in the turnaround model:

**N/A**

Indicate the number of existing staff rehired for work in the turnaround model implementation:

**N/A**

Describe process for selecting new staff, including the criteria for best-fit in the turnaround model:

**N/A**

Indicate the number of new staff hired for work in the turnaround model implementation:

**N/A**

Indicate the start date for the new turnaround implementation staff; including rehires and new hires:

**N/A****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 16: New Governance Structure/Turnaround Office**

Applicants proposing a **TURNAROUND** model must adopt a new campus governance structure in which the school may report to a new turnaround office in the LEA or SEA, hire a turnaround leader who reports to LEA executive leadership, or enter into a multi-year contract with the LEA for added flexibility in exchange for greater accountability. Please review the description of requirements for new governance structure under the turnaround model in Schedule #2 Provisions and Assurances.

These applicants shall describe the new governance structures planned in the space below. Applicants not proposing a Turnaround model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**N/A****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 17: Whole-School Reform Model Developer**

Applicants proposing the **WHOLE-SCHOOL REFORM** model must implement an evidence-based model in partnership with a whole-school reform model developer. Please review the description of requirements under the Whole-School Reform model in Schedule #2 Provisions and Assurances.

These applicants shall respond to the prompts in the table below. Applicants not proposing a Whole-School Reform model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Name the model developer with whom you will partner to implement the whole-school reform:

**N/A**

Describe the record of success the model developer has shown in implementing whole-school reform strategies:

**N/A**

Name and describe the study/studies examined that support the efficacy of the model selected.

Include information about the study's sample size and multi-site sampling.

Include key findings showing impact on student achievement.

Additionally, provide citations for the study publications.

**N/A****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 18: Operations under a Charter School Operator, CMO or EMO.**

Applicants proposing a **RESTART** model must convert or reopen the school under a charter school operator, charter management organization (CMO), or education management organization (EMO); using a rigorous review process to select a provider who will restart the organization. Please review the description of requirements under the Restart model in Schedule #2 Provisions and Assurances.

In the space below, these applicants shall describe the rigorous process to be used to select the restart organization; criteria used for selection; timeline for provider selection; and anticipated date for school reopening/conversion.

Applicants not proposing a Restart model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**N/A****For TEA Use Only**

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**Schedule #16—Responses to Statutory Requirements (cont.)**County-district number or vendor ID: **108-912-004**

Amendment # (for amendments only):

**Statutory Requirement 19: Enrollment in higher achieving schools**

Applicants proposing a **CLOSURE** model must enroll students who attended the school in a higher achieving school within reasonable proximity to the closed school.

These applicants shall describe the processes, key activities, and timeline they will undertake within one year in order to transition students to a higher achieving school in the space below. Applicants not proposing a Closure model shall indicate below with "N/A".

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**N/A****For TEA Use Only**

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

**TEA Program Requirement 1: Interventions and Resources to meet Model Requirements- IMPROVE THE INSTRUCTIONAL PROGRAM**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve the instructional program* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve the instructional program*.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Improve the Instructional Program*****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1.	Enrichment courses to provide College and Career ready services for the students at Juarez-Lincoln High School.	\$50,000 for hired teacher professional to facilitate instruction at five teachers per semester at \$25 dollars/hour.
2.	ESL Centers for student and parental involvement.	\$50,000 for hired teacher professional to facilitate instruction at five teachers per semester at \$25 dollars/hour.
3.	Technologically advanced Chromobooks to supply students with rigorous research supplies for College Readiness.	Chromobooks over two years at \$375,600 and charging stations over two years at \$38,000. Flip-cameras over four years at \$5,000. IPEVOs at \$25,000 over four years. Desktops and Laptops over two years at \$375,600. Printers and Scanners over two years at \$38,000.
4.	Hiring of a Data Specialist.	For four years at \$70,000 per year.
5.		

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RFA #701-16-105; SAS #198-17

2016 2000 Texas Tech University School of Education

## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

**TEA Program Requirement 2: Interventions and Resources to meet Model Requirements- INCREASE TEACHER QUALITY**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to **increase teacher quality** in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to **increase teacher quality**.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:****Increase Teacher Quality****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1. Hiring of private and professional consultants that specialize in, ESL, community outreach, writing and literacy skills, higher education.

\$50,000 per year for four years.

2. Offer ESL certificates and master's degrees to obtain core knowledge growth for teachers.

Offer \$150,000 per year for four years for ESL certificates and masters degrees.

3. Teacher cameras for sharing lessons and best practices.

Flip-cameras over four years at \$5,000.

4.

5.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

**TEA Program Requirement 3: Interventions and Resources to meet Model Requirements- INCREASE LEADERSHIP EFFECTIVENESS**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase leadership effectiveness* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase leadership effectiveness*.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:****Increase Leadership Effectiveness****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1. Professional development for teachers to gain leadership skills and technology skills.

\$150,000 per year for four years.

2. Administrators to meet with quality consultants to understand their own product.

\$30,000 per year for four years.

3. Future Leader Academy internships for teachers who want to pursue a leadership administration role.

N/A

4.

5.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

**TEA Program Requirement 4: Interventions and Resources to meet Model Requirements- INCREASE USE of QUALITY DATA TO INFORM INSTRUCTION**  
Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement.  
Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase use of quality data* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase use of quality data*.

Use Arial font, no smaller than 10 point.

Critical Success Factor: <i>Increase Use of Quality Data to Inform Instruction</i>	
Planned Intervention	Description of Grant Costs to Support Intervention (Budget Narrative)
1. Hiring of a data strategist to monitor data and consult teacher data workshops.	\$70,000 over four years.
2. Consultation by data expert to increase quality data from teachers administered and worked on by data strategist.	\$70,000 over four years.
3. DMAC application that breaks apart data for teachers for their student.	N/A
4.	
5.	

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

**TEA Program Requirement 5: Interventions and Resources to meet Model Requirements- INCREASE LEARNING TIME**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase learning time* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *increase learning time*.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:****Increase Learning Time****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1. ESL centers to provide after school learning for students who are not crossing the English language barrier.

\$50,000 for hired teacher professional to facilitate instruction at five teachers a semester at \$25 dollars/hour.

2. Enrichment courses for all students, parents, and the community to instill a united environment for our families and students.

\$50,000 for hired teacher professional to facilitate instruction at five teachers a semester at \$25 dollars/hour.

3. Data strategist alleviating workload from Teacher for improved planning time.

\$70,000 over four years.

4.

5.

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

**TEA Program Requirement 6: Interventions and Resources to meet Model Requirements- INCREASE PARENT/COMMUNITY ENGAGEMENT**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *increase parent/community engagement* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention for *parent/community engagement*.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:****Increase Parent/Community Engagement**

		<b>Planned Intervention</b>	<b>Description of Grant Costs to Support Intervention (Budget Narrative)</b>
1.	Establishing Community Partnerships to improve local quality environment for our students.	N/A	
2.	ESL centers for parents, students and the household that will stem from incoming and current students at Juarez-Lincoln High School.	\$50,000 for hired teacher professional to facilitate instruction at five teachers a semester at \$25 dollars/hour.	
3.	Enrichment courses that will feature promotional support from local community members, stakeholders, and partnerships.	\$50,000 for hired teacher professional to facilitate instruction at five teachers a semester at 25 dollars/hour.	
4.	Community events to generate parent interest, ideas, and feedback.	N/A	
5.			

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## Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108-912-004

Amendment # (for amendments only):

**TEA Program Requirement 7: Interventions and Resources to meet Model Requirements- IMPROVE SCHOOL CLIMATE**

Critical Success Factors are the key research-based focus areas, aligned with the statutory requirements of this program, under which school improvement initiatives shall be planned. Research provides evidence that effort and investment in these focus areas is most impactful to achieve continuous school improvement. Academic Performance is the foundational Critical Success Factor. Through gains in Critical Success Factors of teacher quality, effective leadership, data-driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase academic performance for all students.

- List the key interventions the campus will implement to *improve school climate* in order to achieve increased academic performance.
- Provide a description of grant costs named in the Budget Schedules, indicating how costs will support the intervention to *improve school climate*.

Use Arial font, no smaller than 10 point.

**Critical Success Factor:*****Improve School Climate*****Planned Intervention****Description of Grant Costs to Support Intervention (Budget Narrative)**

1.	Promote college and career skills using all enrichment courses and ESL centers. As well as promote the use of high functioning technology to better understand the high profile that is college.	Over four years \$2,000,000 to promote and sustain interventions.
2.	Technological advanced research facility through Chromobooks and other technology	\$4,000,000 over two years to help build technological research school foundation.
3.	Incentives such as field trips, dances, and "Fun Down Days."	\$50,000 per year for four years to provide incentives for students.
4.	Improve on the quality movement for data and rigorous strong lessons through data strategist.	\$70,000 over 4 years.
5.		

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**Schedule #18—Equitable Access and Participation**County-District Number or Vendor ID: **108-912-004**

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **108-912-004**

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **108-912-004**

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**County-District Number or Vendor ID: **108-912-004**

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Tuancy**

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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